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LIBRARY

ANNUAL CATALOGUE

OF THE

La Grange Public School,

LaGrange, Texas.

Containing Principal's Report, Course of Study, And Other Statements, For The Term of.....

1906--1907.

Published by Authority of The Board of Trustees.

LaGrange Journal Print.
1906.

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Teachers For 1906-1907.

White School.

W. J. KIRK, Principal;

MISS LYTTIE MOORE, Primary;

MISS ANNIE WHITE,
MISS PATTY HOLMAN,
MISS ELIZABETH CARVICK, } *Intermediate.*

MIS MERLE WHITE,
MISS ILSE FRISCHMEYER,
W. F. BEIERMANN,
W. J. KIRK, } *High School.*

W. E. BEIERMANN, German.

Colored School.

MRS. ALICE NEWSOME, Principal;

MRS. L. E. MOORE, Primary;

MISS MARTHA RODGERS, Intermediate.

School will open on the first Monday in September, and continue nine months.

THE BOARD OF TRUSTEES.

Members.

J. M. Byrnes, President.....Term expires May, 1907
George Krengel, Secretary.....Term expires May, 1907
Leo Frede, Treasurer.....Term expires May, 1907
W. A. Caldwell.....Term expires May, 1907
H. W. F. Meyer.....Term expires May, 1908
W. E. Perlitz.....Term expires May, 1908
Martin Pastusek.....Term expires May, 1908

Committees.

Building and Grounds.

Leo Frede
George Krengel
W. A. Caldwell
H. W. F. Meyer

Grievances

J. M. Byrnes
Leo Frede
Martin Pastusek

Finances

W. A. Caldwell
W. E. Perlitz
George Krengel

STATISTICS.

Population of LaGrange (about).....3,000
Scholastic population for the year ending August 31, 1906:

White—Males....117	Females....113	Total.....230
Colored—Males... 99	Females.... 90	Total.....189

White and colored, grand total.....419

For year ending August 31, 1907:

White—Males....130	Females....116	Total.....	246
Colored—Males... 89	Females....109	Total.....	198

White and colored, grand total..... 444

Entire enrollment, Term 1905-1906:

White School, all grades..... 310
High School, included in above..... 85
Colored School, all grades..... 198

Total enrollment 1905-1906..... 508

Total assessed valuation, $800,000.

Rate of City School Tax, 25 cents on $100.

TUITION

for 1906-1907, or until changed by order of the Board:

Unders, per month in advance..... $1.50
Overs, per month in advance..... 3.00
Transfers, per term, if paid in advance..... 5.00
Transfers, if paid by the month..... 2.00

By unders is meant any pupil not seven years of age before September 1; by overs, any pupil seventeen years of age before September 1. Transfers are those pupils not living within the city limits, properly enrolled, and had their State money changed to the LaGrange school. Students who have not been assessed, and those not transferred but of scholastic age, must pay $2.00 per month in advance.

All tuition must be paid to the Secretary of the School Board, who will issue a permit to each pupil paying tuition. This permit will admit the pupil whose name is written thereon for the time specified.

All pupils living within the corporate limits of the City, of scholastic age, and properly assessed, will be admitted free for the entire term.

ANNUAL REPORT OF PRINCIPAL

To the School Board:

Gentlemen: I herewith submit to you such statements concerning our school as I deem of importance.

The year just closed has been a successful one in many respects. The school has made advancement in several ways, while the student body has made substantial progress. The very pleasantest relations exist between the Board and the teachers; and as far as I know, the same relations exist between the teachers and patrons.

As you know, the school reached the greatest enrollment in its history. We received eighty transfers into our district, and over sixty-five pupils attended the white school who did not belong to our district. These pupils made desirable students, and suitable steps should be taken to increase this transfer. The only thing needed, perhaps, is to let it be known that our tuition is the lowest and our equipment best of any other school in the county. It is a pleasure to note that one of these transfers, John Chupik, of Ellinger, finished the course this term and received his diploma. He is the first one, as far as I know, in the history of the school, that was faithful to the end. It is to be hoped that others may profit by the example set. When we look into the matter a little, it would seem that the parents would be more desirous of having their boys and girls finish in their home school. But if we take the trouble to examine the records, we shall find

that about forty-five pupils have graduated from our schools in the last nine years—an average of five a year. The pupils enter the first grade at the rate of forty a year, thus making one graduate to every eight pupils that enter. It is true that the last two years graduated twenty, or ten a year. This makes a better showing as it gives one graduate to every four pupils entering the first grade. The graduating class of this year numbered eleven, the largest with the exception of 1902. The class of that year numbered twelve, but this was due to the fact that the eleventh grade was abolished, placing two classes together, one with eight, the other, four, making the average, under normal conditions, six.

This increase in the enrollment has taxed the seating capacity of our school. In some cases pupils were improperly seated. I notice in both schools that there are broken desks stored away, and in some instances, broken desks are in use. I suggest that you have these desks repaired during he summer, and, if possible, all the desks should be varnished.

The building, too, is in need of some repairs. The ceiling needs nailing in many places; some of the doors and locks need looking after; and the blackboards, in some cases, need paint.

The coal house and cistern need immediate attention.

The school is in need of two additional teachers, one in the intermediate grades, and one in the high school. But I know that you can not remedy this under present conditions. But, since the interest of the school demands it, and and as I feel that I should fail to perform a plain duty, I mention the fact. You need not be told that one teacher

can not successfully teach sixty-five to eighty pupils. In the high school, conditions are not much better. Last year we enrolled sixty-five pupils in the high school, this year eigthy-five. Yet two teachers are trying to do the work. The interests of these eighty-five pupils demand that they are no longer neglected. We are making progress, and everything that can be done is done; yet it is a fact that our course of study can not be extended as it should be, but on the other hand, subjects are now being omitted on account of a lack of teaching force.

During the year a physical laboratory room has been built and partially equipped, and it is earnestly recommended that this room be properly fitted up during the summer with seats and tables, and a small appropriation be made for further equipping it. It is believed that this laboratory has much to do with attracting boys especially, and keeping them in school until they graduate. It should be a strong argument in bringing in transfers, especially those who mean to go off to school after finishing a high school course. It is hoped, and can be reasonably expected, that this laboratory will bring us affiliation in Physics with the State University during the next term.

The library has not been neglected. About one hundred volumes were added by the pupils Library Day. So we now have nearly five hundred volumes, including our dictionaries, encyclopedias, and other reference books.

The year as a whole has been a most successful one. The teachers have been earnest, and their work satisfactory.

Respectfully submitted,

W. J. Kirk.

TO PARENTS.

As will be seen from the course of study, your child will be expected to do hard work. We urge you to enrol your children the first day of school, and see to it that they attend punctually and regularly. To miss one recitation works a hardship on the pupil, to say nothing of a whole day's absence. Besides, you owe it to your children to teach them to be on time in all their undertakings. Their future success demands it.

You should remember that the teacher is dealing with all that is really near and dear to you—your child. The teacher should, therefore, expect your hearty co-operation and support. Remember, also, that every ambitious teacher is as anxious about the advancement of each pupil under his or her care as you are of your child's. Hence, you should see that your children have regular hours for home study. Remember, finally, that the principal and teachers have three hundred pupils to look after, while you have only two or three; hence you should not be too hasty in criticising.

You are kindly asked to visit the school and see what your children are doing, and what the school is trying to do for them. Then, only, will you be able to make proper suggestions, and offer reasonable criticisms. When anything goes wrong with your child you should see the principal, he will try to remedy the trouble with you.

We are proud of our school, and are trying to build it up in every possible way. May we not ask and *have* your help?

BOARD OF TRUSTEES.

THE LAGRANGE PUBLIC SCHOOL.

The LaGrange public school consists of ten grades, divided into the Primary, Intermediate and High School.

The Primary consists of the first three grades; the Intermediate, of the fourth, fifth and sixth grades; and the High School, of the seventh, eighth, ninth and tenth years' work.

Our school is now affiliated with the State University, and the other leading universities and colleges of Texas. Pupils who receive a diploma from our school can enter any university or college in the State without examination. The State University and the Southwestern University offer free scholarships to the student making the highest average in the graduating class. The A. & M. College offers fifty scholarships to her affiliated schools. So one of our boys each year has a chance to gain one of these scholarships.

EQUIPMENT.

Our school is fast becoming supplied with necessary apparatus for the successful teaching of different subjects. We have a physical laboratory room, with enough apparatus to perform thirty-five or forty different experiments. This will be added to year by year. We also have globes, maps, charts, dictionaries, etc., for the different rooms.

LIBRARY.

Our library—our silent teacher—is a useful factor in our work. It contains some five hundred volumes, both English and German, and is suited to all grades of work. It also contains a few good reference books. On last Library Day we added nearly a hundred volumes. We hope to make this one of the greatest days in our school.

All books, except reference books, may be drawn out by any pupil of our school, and kept two weeks. If at the end of the two weeks the pupil has not finished reading the book, the time may be extended another two weeks. All books lost or damaged to the extent of being of no service, must be paid for in full.

HOLIDAYS.

The holidays shall be, February 22, March 2, April 21, December 25 to January 1, inclusive, and all days appointed by the President of the United States, or the Governor of Texas as days of Thanksgiving.

PROMOTIONS.

All promotions are made at the close of the school term, except in special cases where it appears to the teacher, and the principal, that a child is able to do the next grade work. Any pupil, who, from irregular attendance or indifference, fails to do satisfactory work, may, after the parent has been notified, be put back to a lower grade. For promotion a grade of 70 per cent is required. In all cases the promotion of any pupil must be determined by the judgment of the teacher in charge, and should a pupil, or a parent, be dissatisfied with the decision, such pupil shall have the right of a written examination prepared by the teacher, but conducted by the principal. A grade of 70 per cent must be made in all such cases. At the end of each month pupils will be graded upon oral and written work done, and upon such grading, promotions will be based. This is the test: *Is the pupil able to do the work of the grade? If he is, promote him.*

RULES AND REGULATIONS.

It is not believed that rules and regulations are not needed for a school, but it *is* believed that such rules as are needed, should be given when needed, and only then. It is the business of this school to devolop the child's mind and help form its character; and such rules will be made, and such punishment be inflicted as common sense suggests.

COMPLAINTS.

All complaints by parents against any teacher, caused by a difference between teacher and pupil, in discipline or instruction, must be made in person or written communication to the principal. He shall attempt to adjust the difference, but in case of failure, he shall refer it to the Grievance Committee. In case it is not settled here, it must be referred to the entire Board.

ACKNOWLEDGMENTS.

Acknowledgment is hereby made to the different catalogues copied from. In some cases whole sentences and paragraphs have been used. But, as these were found in more than one catalogue, it is impossible to give proper credit.

COURSE OF STUDY

For The Primary and Intermediate Grades of The LaGrange Public School.

THE AIMS OF THESE GRADES.

Teachers should have definite ideas in regard to what pupils in these grades should accomplish. The leading aims, very briefly stated, are as follows:

1. They should learn to read. This means that they should acquire ability to interpret the meaning of the printed page readily and intelligently; that they should form a taste for good literature; that they should establish the habit of systematic reading; and that they should actually read in a thoughtful way a considerable quantity of good literature. This is the most important contribution that the public schools can make to the education of children.

2. They should acquire the art of spelling. This means that they should learn to spell all words that properly belong to the child's vocabulary; that they should be taught the use of the dictionary in reference to correct spelling; that they should be trained to observe clearly the spelling of all new words; and that they should form the habit of correct spelling.

3. They should learn to write. Every child leaving the common schools should be able to write a clear, rapid, easy, legible hand.

4. They should learn to speak and write good English. That is, they should acquire ability to express their thoughts readily, clearly, correctly, and accurately, both orally and in writing.

5. They should learn the principal rules for the use of capital letters and punctuation marks, and should form the habit of applying these rules in all their written work.

6. They should learn to write, read, add, subtract, multiply, and divide numbers, both integral and fractional, rapidly and accurately; and they should learn to apply these principles in the ready and correct solutions of ordinary problems, such as pertain to the usual vocations of life.

7. They should, in biographical and historical stories, lay the foundation for the formal study of history in later years; and they should learn the leading facts about our forms of civil government

8. They should learn to observe intelligently the phenomena of nature, and should conceive a ready and active sympathy and interest in the world of life and growth about them, thus laying a strong foundation upon which to base the more exact study of sciences in the higher grades.

9. They should have careful training and much practice in the art of drawing, both as a means of education and from the standpoint of utility in practical life.

10. They should learn to sing.

11. They should be led to the appreciative study of works of art in all available forms.

12. They should form habits of punctuality, promptness, obedience, and thoroughness. They should also be taught and trained to be truthful, honest, just, and kind.

COURSE BY GRADES.

PRIMARY DEPARTMENT.

FIRST GRADE.

Reading—Wheeler's Primer, and Graded Classics, Book 1, completed. Supplementary reading as directed. Good use should be made of library books suited to this grade. Appropriate selections should be memorized, and great care used to have pupils speak naturally all such pieces. Especial attention should be given the pupils while reading. They must be taught to stand still, to stand on both feet, and to hold the book properly.

Spelling—Teach the proper spelling of all words found in all their reading lessons. Teach to spell by letter and by sound.

Language—Proper use of capitals, as capitals begin sentences, one's name, *I* when used for one's self. Teach pupils to copy correctly, from book and board, words and sentences. Teach them to write simple sentences from dictation. Teach them as rapidly as possible to grasp the whole sentence at one reading. By no means repeat word by word. The sentence is the unit of the language.

Numbers—Counting and writing to one thousand. Addition and subtraction with small numbers. Rapid combinations made as pupils gain the idea of numbers. Simple measurements with rules. Roman numerals to L.

Writing—Blackboard and slate. Double ruled paper. Attention given to position, and neatness. Teach accuracy. Use pencil and tablet and copy book No. 1.

Drawing—As directed by teacher. Book No. 1.

Observation Lessons—Under this heading directions, colors, leaves, weights, places, and history stories should be taught. Motion songs, marching exercises, and paper folding and cutting.

SECOND GRADE.

Reading—Graded Classics, Second Reader completed. Supplementary reading as directed.

Spelling—All words in readers read. Modern Speller to page 32; other selected words. All sounds of vowels and consonants. Accent taught and silent letters noted.

Language—Copying and dictation drills. Much attention paid to dictation exercises. Descriptions, both oral and written, of familiar objects. Use of period and question marks continued. Initial letters, Mr. and Mrs. ,etc. Capitals, names of persons, of streets, cities, days of week, month, etc. Lessons in geography, nature studies, etc., by the teacher. Hyde's Lessons in English followed to part two. Reproduction stories.

Numbers—Counting, writing, and reading numbers to 100,000. Addition and subtraction drills daily. Mulitiplication and division of small numbers. Teach rapid counting by twos, fives, tens, etc. Simple fractions, such as one-half, one-third, and one-fourth taught. Roman numbers to D. Simple measurements made.

Writing—As directed by teacher. Book No. 2.

History—Stories of noted men. Make use of the library. Interesting facts from Texas history told by teacher. Historical places and cities located, and facts about them learned.

THIRD GRADE.

Reading—Graded Classics. Third Reader completed. Supplementary reading as directed.

Spelling—Selected words from all readers and other books studied. Silent letters pointed out. Drill on sounds. Modern Speller to page 55, beginning at 32. Review.

Language—Hyde's Lessons in English completed. Stories read and reproduced, both orally and in writing. Strict attention to capitals and simple punctuation marks. Require neatness. Selections memorized. Dictation work.

Arithmetic—Sutton and Kimbrough's Lower; complete Primary Section, and give thorough review. Teach pupils to be rapid, accurate, and neat in all work. See that all do the work. Roman notation to M.

Geography—Maury's Elementary to page 69. Use maps and globe. Have pupils draw maps of continents. Read stories relating to work.

Writing—Copy Book No. 3.

Drawing—As directed. Book No. 3.

History—Continue and enlarge work of second grade.

FOURTH GRADE.

Reading—Stickney's Fourth Reader completed. Supplementary reading—King of the Golden River, and Black Beauty. Continue memory work. Pupils must have a dictionary, and be taught to use it.

Spelling—Selected words from reader, geography, and other sources. Require pupils to spell all words they use. Modern Speller to page 83, commencing with page 55. Re-

view third grade work where necessary. Teach sounds of letters. Review often misspelled words.

Language—Hyde's Lessons in English, Second Book. Review work of lower grades. Continue oral and written reproduction work, and memory work. It is not essential that pupils leaving this grade should know the declension of nouns or the conjugation of verbs, etc., but they should know where to *use* the plural forms of verbs, when the singular; how to form the possessive, singular and plural of nouns; how to form the plurals of all nouns met with; when to use the nominative, possessive, and objective forms of pronouns; when to use capital letters, punctuation marks, such as period, interrogation and exclamation points. They should know these *whens,* and *whys* not from rules learned, but from constant practice. They should also know how to paragraph, in a way at least, all their written exercises. They should be able to write clear and logical sentences about anything with which they are familiar.

Arithmetic—Much oral work; rapid addition of columns of figures. Sutton and Kimbrough's Lower from Intermediate Section to page 153. Review often. See that all pupils understand and do the work. Mental Arithmetic to page 60.

Geography—Maury's Elementary completed. Have pupils draw all maps studied. Supplement with stories relating to work.

History—History stories continued. Use Beginner's History of Our Country.

Physiology—Coleman's for Beginners.
Writing—Copy Book No. 4.
Drawing—As directed. Book No. 4.

FIFTH GRADE.

Reading—Stickney's Fifth. Hawthorne's Wonder Book. Strict attention to thought getting. and clear expression.

Spelling—Make list of words from all subjects studied. Review misspelled words. Modern Speller from page 83 to page 125. Diacritical marks continued.

Grammar—Hyde's Practical Grammar. Attention to correct forms of verbs, pronouns, and possessives of nouns. Analyze easy sentences—simple, complex and compound. Close attention paid to composition work. Require neatness. Pay especial attention to paragraphing, punctuating, and capital letters.

Arithmetic—Sutton and Kimbrough's Lower, Intermediate Section, from page 153 to page 192. Mental Arithmetic from page 60 to page 153. Give examples from other sources. Have originals given. Continue measurements. Much attention to fractions, and analysis of simple problems.

Geography—Maury's Manual to Europe. Close attention given to locating places on maps drawn.

History—Pennybacker's Texas History (revised edition). Use other histories on subject from library. Map of Texas closely studied.

Physiology—About two lessons a week. Finish and review Coleman's for Beginners.

Civil Government—Give one lesson a week. Work prepared by teacher.

Writing—Copy Book No. 5.

Drawing—Drawing Book No. 5.

SIXTH GRADE.

Reading—Dickens' Christmas Carol, and Seven American Classics. Pay close attention to thought getting. Have the stories reproduced. Pupils must have dictionaries. Require them to make new words a part of their vocabulary.

Spelling—Modern Speller from page 125 to end. Study rules of spelling and diacritical marks. Written spelling. Divide words into syllables and show the accented syllable. Selected list of words will be furnished.

Grammar—Hyde's Practical completed. Continue composition work. Close attention to correctly written idiomatic English sentences. Welsh's Composition.

Arithmetic—Sutton and Kimbrough's Higher through Percentage, omitting such parts as instructed. Many examples from other sources. Teach the pupils to reason. Attention to analysis. Mental Arithmetic completed.

History—United States History—our Country. Teach the periods in our history, the causes, results, etc.

Physiology—Conn's completed.

Civil Government—Contined as in fifth grade. Our girls and boys especially should have a fair knowledge of the working order of our government, national, State, county, and city. It is observed that about one-half of the girls, and about one-third of the boys of these grades, enter the high

school. It seems reasonable then, that if half, or more, of our boys and girls become citizens with only an elementary education, they should know at least something of their country's history and government. (This is our best apology for putting these subjects in the lower grades.)

Geography— Maury's Manual completed. Special attention to relief maps. Physical geography studied. Observation lessons on formation of dew, frost, clouds, etc. Teach these pupils to *see* and examine things.

Writing—Copy Book No. 6.

Drawing—Book No. 6.

COURSE OF STUDY

HIGH SCHOOL.

OBJECT.

Mere fact getting is not the only object of this department. Pupils have reached the age where they can reason and analyze. Principles should be taught, and their causes and effects thoroughly understood. By far the larger per cent of these boys and girls will not do formal school work after this period. Therefore, especial attention should be given to developing their character. They will be citizens, good or bad. Let them be good ones if possible. The welfare of the State demands this.

COURSE BY YEARS.

FIRST YEAR.

Literature—Vicar of Wakefield, and Rime of the Ancient Mariner, and Vision of Sir Launfal studied and completed. Pay close attention to the parapraph and way of punctuation.

History—Complete United States History

Grammar—Sisk's to analysis of sentences, page 181. Have pupils to write sentences daily and point out the parts of speech, and construction of each word.

Composition—Herrick and Doman (revised edition) to Part II. Regular composition work based on literature read.

Mathematics—Sutton and Kimbrough's Higher Arithmetic completed. Especial attention to profit and loss, analysis, and measurements. Give test examples from other sources. Algebra commenced.

Spelling—Teachers will make list of words found in subjects taught, and *require* each pupil to learn the spelling, syllabication, and pronunciation. This work is of much importance, and must be done by all classes in the High School.

SECOND YEAR.

Literature—Silas Marner and Merchant of Venice completed.

Mathematics—Wentworth's New School Algebra to Theory of Exponents. Thorough review of factoring and fractional equations.

Science—Physical Geography and Physiology reviewed.

History—Review United States History by outline, paying at-

tention to development of territory and the reason of this change in territory. Meyers' General History (revised edition) to page 199.

Composition—Herrick and Damon from Part II to Part III. Connect work with the literature read. Compositon work.

Grammar—Sisk's complete analysis of sentences of all forms. Note construction of words.

THIRD YEAR.

Literature—Text book on American literature. Study Tales of a Traveller and Selections from the Sketch Bock, one or more poems by American authors, and one of Shakespeare's plays not read previous year.

Grammar—Whitney and Lockwood's to be studied in relation to composition and literature.

Composition—Herrick and Damon, from Part III to end of bcok. Make application of principles learned to literature studied. Composition work based on literature studied.

Mathematics—Wentworth's New School Algebra completed and certain chapters thoroughly reviewed. Wells' Academic Arithmetic reviewed, paying careful attention to the metric system.

History—Meyers' General from page 199 to page 486. Maps made and places located.

FOURTH YEAR.

Literature—College Entrance Requirements in English. History. of English Lierature—Halleck's.

Rhetoric—Herrick and Damon's. Principles of rhetoric applied to literature studied. Much attention given to the different forms of composition.

Grammar—Whitney and Lockwood's studied as in third year.

Mathematics—Wentworth's Plane Geometry completed. Wells' Academic Arithmetic reviewed. Many practical problems solved.

History—Meyers' General completed. United States History last term.

Physics—Hoadley's A brief Course in Physics. Five periods a week. Laboratory work twice each week. Note book and Laboratory Manual.

GERMAN.

We have a thorough course in German. Pupils who desire to study German may begin in the second English grade and pursue it throughout the nine years. Our German teacher gives his entire time to the teaching of this subject.

ROLL OF GRADUATES.

'98

Paul Klatt — Will Holloway
Georgia L. White — Ray Alexander

'99

Lyttleton Thomas

1900

Rose Lenert — Nora Lenert

1901

Earle Lane — Mary Byrnes
Albert Kaulbach — Edna Lane

1902

Lucile Shaw — Blanche Schroeder
Malcolm Byrnes — Sidie Robson
Lizzie Moore — Harry Silberman
Leo Ehlinger — Biancha Reichert
Gertrude Alexander — Louva Lenert
Edwin Kaulbach

1903

Ellie von Rosenberg

1904

W. B. Blaize — Robert Robson

1905

Alma Lueders, Valedictorian
George Ehlinger — Beatrice Shaw
Lizzie May Holloway — Edwin Warnken
Lee Adams — Delta Cottam

ROLL OF GRADUATES.

1905

Olga Sholz
John Stavinoha

1906

Gladys Marion Crowe, Valedictorian

Marcus Rice
Lottie Silberman
Pearl Anita Copeland
John F. Chupik
Ben Stierling
Mildred Knox Brown
Jeanette C. Alexander
Harry Oeding
Walter Ehlers
May McKinney

Delta Cottam—Extra Work

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